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AUTHOR Allen, Wende; And Others
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ABSTRACT

Recent action by the North Carolina General Assembly encouraged an even stronger link between teacher education in colleges and universities and classroom teachers through programs of teacher exchange. The plan presented in this document provides a procedure for implementing a functional long-range program of faculty-teacher exchange between East Carolina University and the public schools. Based on standards which use hours of involvement, up to two semester hours of release time for two weeks of public school work, or the equivalent, can be provided for exchange teachers. If release time is not possible during the semester of the exchange, it can be provided the semester after. Also, involvement in exchange teaching will be considered along with other pertinent professional efforts in consideration for promotion, tenure, and merit increases for faculty in teacher education degree programs. Included with this report are sample application and evaluation forms used in the program. (JD)

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TEACHER EXCHANGE HANDBOOK

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Teacher Education
East Carolina University

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TEACHER EXCHANGE HANDBOOK

A HANDBOOK

FOR ALL

TEACHER EXCHANGE PARTICIPANTS

AT

EAST CAROLINA UNIVERSITY

AND PARTICIPATING

LOCAL EDUCATION AGENCIES

Prepared by: Wende Allen
Patricia Anderson
Rick Barnes, Chair
Sue Bowden
Parmalee Hawk
Katheryn Lewis

OFFICE OF TEACHER EDUCATION
CHARLES R. COBLE, DIRECTOR
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Foreword

East Carolina University has always attempted to be on the forefront in preparing educators for the public schools. Toward that end our students and faculty have been involved in the real life of public education in a number of substantive ways over the years. Recent action by the North Carolina General Assembly encouraged an even stronger link between teacher education in colleges and universities and classroom teachers through programs of teacher exchange. The concept of "teacher exchange" demands a closer cooperation between the universities and area schools.

The plan presented in this document provides a procedure for implementing a functional long-range program of faculty-teacher exchange between East Carolina University and the public schools. It links faculty and area teachers in an innovative approach to meet the challenge presented by Senate Resolution 27 and House Bill 334 passed by the 1983 General Assembly.

The Administration, Faculty and Staff at East Carolina University are dedicated to preparing quality teachers. The implementation of this plan for faculty-teacher exchange reconfirms our desire to achieve excellence in teacher education. The Ad-Hoc Committee on Teacher Exchange worked deligently to develop a workable plan. Thank you for your efforts in helping to make it a success.

Charles R. Coble
Dean, School of Education
and Director of Teacher Education

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 1983
RATIFIED BILL

RESOLUTION 27
HOUSE BILL 334

A JOINT RESOLUTION TO IMPROVE THE COMPETENCE OF FACULTY MEMBERS IN EDUCATIONAL METHODS IN THE UNIVERSITY, THE PRIVATE COLLEGES AND UNIVERSITIES AND IN THE PUBLIC SCHOOLS OF NORTH CAROLINA.

Whereas, the effectiveness of teachers in the public schools of North Carolina depends heavily upon the competence and ability of the faculty members in all approved college and university teacher education programs; and

Whereas, teaching competencies can be more effectively defined and developed by professionals with knowledge and experience pertinent to the contemporary public school classroom and through regular participation in teaching and learning;

Now, therefore, be it resolved by the House of Representatives, the Senate concurring:

Section 1. The Board of Governors of The University of North Carolina and the State Board of Education are encouraged to develop and implement experimental programs designed to improve the quality of the teaching in the public schools including exchanges among teachers in the public schools and university faculty members teaching courses in educational methods in constituent institutions of The University of North Carolina, and the faculty members in private colleges and universities having approved teacher education programs to participate in exchanges and other experimental programs.

Sec. 2. The Board of Governors and the State Board of Education shall report to the Committees on Education and the Committees on Higher Education of the Senate and the House of Representatives on the progress of this program at the meeting of the 1983 General Assembly, Second Session, 1984.

Sec. 3. This resolution is effective upon ratification.

In the General Assembly read three times and ratified, this the 10th day of June, 1983.

JAMES C. GREEN

James C. Green
President of the Senate

LISTON B RAMSEY

Liston B. Ramsey
Speaker of the House of Representatives

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HISTORY OF THE BILL AND PLAN

On June 10, 1983 the General Assembly ratified Resolution 27, which was a modification of Representative Howard Chapin's House Bill 334. The Joint Resolution calls for closer cooperation between education faculty members in colleges/universities and public school personnel for the purpose of improving the overall competence of all personnel. The Resolution encourages experimental programs including the exchange of faculty members between the public schools and colleges/universities.

A State Department of Public Instruction memorandum of August 12, 1983 detailed considerations in implementing Resolution 27/House Bill 334. It stated,

"One of the primary purposes of the Joint Resolution is to encourage the establishment of faculty exchange programs between the colleges/universities and public schools. Public school personnel will be able to share first-hand knowledge, skills, and experiences with prospective teachers and other faculty on the college/university campus. College education faculty will be in a position to gain first-hand information related to the school environment and put into practice the theory, knowledge, and skills taught in the teacher preparation programs. Experiences gained in the exchange program should further the professional growth and performance of both parties.

To effectively implement an exchange program, the following should be taken into consideration:

1. An agreement should be jointly developed between the education dean/chairperson and local school superintendent.

2. Principal participants from higher education institution should be those having primarily responsibilities for teaching education methodology in the various subject areas, grade levels, and other areas for which professional personnel are prepared.

3. Local school participants should be experienced personnel.

4. All activities conducted by higher education faculty and school personnel in the exchange program should be 'complete activities', i.e., unit of study, topic or theme.

5. Exchange activities should be jointly planned by the participants.

6. Exchange activities might focus on the area of middle school and secondary school preparation areas in mathematics, science, and writing.

7. An evaluation of the exchange program should be completed to determine its effectiveness.

The Board of Governors and the State Board of Education must report to the appropriate committees on the progress of this program at the meeting of the 1983 General Assembly, Second Session 1984.

In response to Resolution 27/House Bill 334, Dr. Charles Coble, Dean of the School of Education, appointed an Ad-Hoc Committee on Teacher Exchange to devise a plan to be implemented during the Spring of 1984. The charge to the Committee from Dr. Coble was to "develop a long-range plan that would ensure involvement of the Teacher Education Faculty in actual pre-college classroom experiences appropriate to areas of faculty expertise. A related objective will be to develop plans for the involvement of pre-college teachers in appropriate classroom experience at East Carolina University.' This plan was developed with input from professionals in the Greenville City and Pitt County Schools. On January 16, 1984, that committee submitted a plan for such a program to the Teacher Education Council. Following approval by the Council and other administrative offices, a program of teacher exchange began with public schools in the surrounding area.

As required, a report of our exchange efforts will be given to the state legislature in June 1984. The Committee members include Wende Allen, School Consultant Region I, SDPI; Patricia Anderson, Elementary Education; Rick Barnes, School and Community Health and Physical Education; Sue Bowden, Science Education; Representative Howard Chapin, Parmalee Hawk, Assistant to the Dean of Education; and Katherine Lewis, Project Director, Rural Education Institute.

Administrative Overview

Implementation and evaluation of this plan will be carried out by the Ad-Hoc Committee on Teacher Exchange appointed and supervised by the Director of Teacher Education. One aim of this program is to secure participation each year from a minimum of 10% of Teacher Education methods faculty. Within five years, all appropriate faculty members will have the opportunity to participate in the exchange program.

Based on standards which use hours of involvement, up to two semester hours of release time for 2 weeks of public school work or the equivalent can be provided for exchange teachers. If release time is not possible during the semester of the exchange, it could be provided the semester after. Also, it is recommended that involvement in exchange teaching will be considered along with other pertinent professional efforts in consideration for promotion, tenure and merit increases for faculty in teacher education degree programs.

Assignments for exchange teaching will be made by the Teacher Exchange Committee after consultation with the Director of Teacher Education. In order to be considered for an exchange, faculty members should complete an application for the exchange program and document support from his/her Department Chair or principal for the exchange.

Each local education agency wishing to participate in the Exchange Program will enter into a legal agreement between its Board of Education and East Carolina University. The agreement details rights, privileges, and protections extended to participants in the exchange. A blank copy of the agreement is on file in the Office of Teacher Education. Copies of signed agreements between participating LEAs are also on file.

Types of Opportunities for University Faculty

A teacher exchange program must be a substantive experience for both the university personnel and the public school personnel. The intent of all experiences is to provide participants with renewed and revitalized professional skills and attitudes; thus the types of experiences selected for participation must vary according to the individual needs, skills, and focus of each participant. It is intended that all professional personnel would exchange within their area(s) of academic expertise. The following list includes several possibilities for university personnel who choose to participate.

1. Full Time Involvement for a one, two or three week period of time. The university faculty member would assume the complete duties of the classroom teacher for the designated period. Attendance at meetings, responsibility for daily classes, additional curricular activities of the classroom teacher, and other appropriate activities would be expected.

2. Unit Teaching with the faculty member designing, preparing and implementing a teaching unit for use in a classroom. The university person would assume responsibility for teaching the unit at times scheduled daily or weekly with the classroom teacher.

3. Single class teaching would include planning for and teaching a single class each day or week in a particular subject area. The length of the total teaching experience would vary, but would include as much sustained contact with students as possible.

4. Small group work would be assuming instructional duties with a small group of students who need remedial, enrichment or counseling activities.

5. Team teaching with the public school classroom teacher. This would involve assisting in planning and in implementing classroom instruction.

6. Teacher assistant where the university person would participate in classroom activities as a teacher's aide.

7. Substitute-teacher serving in a public school classroom. Each participant's name and area of academic interest would be listed, along with the days on which the participant is available to substitute.

8. Other experiences to meet individual university faculty members' interests and/or needs would be considered.

Types of Opportunities for School Personnel

Feeling that the public school personnel could provide practical expertise to the university classroom, the committee considered a variety of options for their sharing of knowledge and experience. Possible types of opportunities for public school personnel would be:

1. Working with a methods class at a scheduled time. This work would be done in the area of one's certification. The teacher might present ideas and instruction in preparation of materials for teaching.

2. Laboratory work. Public school teachers in science, vocational, or media areas might take over a laboratory for a given number of days during a semester. The regular faculty could then work with the teacher's class.

3. Presentations to university classes. The teacher could make several visits to various education classes to present special topics of interest such as (a) techniques for observing classroom behavior, (b) paperwork involved in teaching, (c) meeting with parents, and (d) the real world of the teacher.

4. Team teaching with a university person in the school and university classrooms.

5. Seminars in the public school concerning pertinent topics in education for pre-service teachers.

6. Other experiences to meet individual public school personnel interests and/or needs would be considered.

Procedures for Teacher Exchange

1. Interested university/public school personnel will complete application forms (yellow) and submit to Office of Teacher Education.

2. The Teacher Exchange Committee will review the applications and arrange appropriate pairings.

3. The Teacher Exchange Committee will notify each participant and his/her Department Chair/Principal, of the place and individuals involved with his/her exchange.

4. The Teacher Exchange Committee will notify all participants concerning the initial orientation meeting.

5. All participants will attend the initial orientation meeting. The Teacher Exchange Committee is responsible for the initial orientation meetings (see page 10).

6. At the orientation meeting, the paired university and public school personnel will establish the date for "shadowing" activity. The Plan for Exchange will be completed, and a copy submitted to the Teacher Exchange Committee and the Office of Teacher Education to be placed on file.

7. The shadowing activity will be completed. (Each participant will schedule at least one visitation to the exchange site. This visit should be of sufficient duration to observe all anticipated activities. Additional observations may be desirable, and should be the prerogative of individual participants.)

8. At the completion of the exchange experience, participants will complete the evaluation form (blue) and attend a "wrap-up" meeting. Attached to the evaluation form will be a brief description of the exchange experience.

9. The Teacher Exchange Committee will compile data and prepare a yearly report to be presented to the Director of Teacher Education.

Orientation Meeting

All potential participants will attend an orientation meeting held at the beginning of the semester during which the exchange will take place. The time and place of the meeting will be announced after all exchange participants have been identified. The purpose of the meeting will be to provide information concerning pertinent policies and regulations of the public schools involved and the university's response to questions, and explain protocol related to planning, implementing and evaluating each exchange experience. Exchange partners will meet to outline proposed activities, establish the time schedule for the exchange, and agree on their mutual responsibilities. This information will be recorded on Exchange Plan Form (pink). Required signatures should be obtained prior to initiation of exchange activities.

Bibliography

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Moffet, J. Bryan, "Professor Sabatticals as a Fifth Grade Teacher", Education Leadership, Vol. 32, No. 5, 1975, pp. 317-20.

Thomas, Jerry L., "Public Schools Get Ready - The College Professor is Coming Back", Action in Teacher Education, Summer/Fall, 1981, pp. 81-83.

Exchange Plan Form

University
Name _____ Office Ph. #:_____

Office Address _____

Department _____

Public School Personnel
Name _____ Office Ph. #:_____

School Address _____

School, Grade and Subject _____

Date of shadowing activity: _____

Place of shadowing activity: _____

Date Exchange Opportunity begins: _____

Plan for Exchange: (Use back if necessary)

_____
University Participant Signature

_____
Public School Participant Signature

_____
Dept. Chair Signature

_____
School Principal Signature

_____
Dean's Signature

_____
Superintendent's Signature

Teacher Exchange
Application Form

Name:_____ Office/Sch. Ph. #:_____

Office/School Address:_____

Dept./Grade/Area:_____

Type of Opportunity Desired: Please limit choice to 3 and priority rank.

University Personnel	Public School Personnel
1. Full Time Involvement- 2 weeks___ 1 week ___	1. Full time involvement- 2 weeks___ 1 week ___
2. Unit teaching _____	2. Method Class Teaching _____
3. Single class teacher _____	3. Laboratory work _____
4. Small group work _____	4. Short presentation _____
5. Team teaching _____	5. Special presentation _____
6. Teacher Assistant _____	6. Seminar _____
7. Substitute Teacher _____	7. Team teaching _____
8. Other (describe) _____	8. Other (describe) _____
_____	_____

Desired: grade _____ area _____ starting time _____

Suggested Exchange partner (optional)

Name:_____

School: _____

Dept./Area/Grade _____

Committee use only:

Person with whom exchanging: _____

School _____

Area/Grade/Dept._____

_____ or _____

Signature of University Participant Signature of Public School Participant

_____ _____

Date Date

_____ _____

Department Chair Principal

Evaluation Form For Teacher Exchange

Name: _____

Dates of Participation: _____

Place of Activity: _____ Class/Grade _____

Please attach a brief description of your exchange experience.

Directions: Please indicate your opinions regarding your exchange experience by marking the appropriate response beside each item. There is space for comments if you wish to expand your answer.

4 - Experience very beneficial

3 - Experience somewhat beneficial

2 - Experience not beneficial

1 - No opportunity to assess

_____(1) I gained first-hand information related to the school/university environment.

_____(2) I became more aware of the tasks a teacher/professor is expected to perform.

_____(3) My experience furthered my professional growth.

_____(4) I was able to put into practice the theory, knowledge and skills I teach.

_____(5) My experience will improve my teaching performance.

_____(6) The shadowing activity prepared me for the exchange opportunity.

_____(7) The orientation meeting enabled me to prepare myself for the exchange experience.

Please answer "yes" or "no"

_____(8) The logistics of the exchange in which I participated were manageable.

_____(9) The procedures for the exchange were clear.

____(10) The design procedures for the exchange were adequate.

____(11) Would you recommend this experience to others.

Comments:

Please return this form to the Office of Teacher Education.